DOCUMENT RESUME

ED 348 293 SO 022 323

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TITLE Administration of International Education.
PUB DATE 92
NOTE 9p.; Presentation to the Annual Meeting of the Association of Texas Colleges and Universities (April 6, 1992).
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Citizenship Education; *Community Colleges; Curriculum Development; *Educational Administration; *Educational Objectives; Educational Policy; Foreign Countries; Foreign Culture; Higher Education; *International Studies
IDENTIFIERS *Global Education

ABSTRACT

This presentation suggests some examples of what is being done to further international education in community colleges around the United States. Reasons why community colleges should be involved in international education are presented. A central goal of the nation, and educational institutions in particular, is the development of global citizenship. Unique among postsecondary education institutions, community colleges are dedicated to building good citizens as part of their mission. (DB)

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ED348293

"Administration of International Education"

A Presentation to the Annual Meeting of the

Association of Texas Colleges and Universities

6 April 1992

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SOME GENERAL STATISTICS

No more than 1% of US undergraduates study overseas each year, and 80% of these study-abroad students go to Europe (*Chronicle of Higher Education*, 31 July 1991). These statistics need to change!

The "economic value" of 350 foreign students would be about $500,000 to a college and more than $4 million to the local community. (O'Sullivan, p. 8)

One of every six jobs in the US depends upon international trade.

One of every three acres of US farmland grows food for foreign export (Paulson, p. 225).

Until recently, at least, the US spent about $608,000 per minute on defense (Paulson, P. 231).

Immigrants made up more than 1/3 of our nation's growth in the decade of the 1980s.

About 33% of the profits of American businesses are generated overseas.

10,000 American firms could export but do not.

Americans receive less TV exposure to foreign countries than do citizens of practically any other nation; only 1-2% of the TV week is drawn from other countries.

About a third of all U.S. colleges and universities have a multicultural general education requirement. Some (12%) focus on domestic diversity, some deal solely with global multiculturalism (29%), but most (57%) include both. (Levine and Cureton, 1992, *Change*, p. 25).

Unfortunately, only 20% of two-year institutions have any such multicultural general education requirement, whereas 48% of four-year schools do.

Almost half the Cabinet of Taiwan possesses Ph.D.'s from American universities. No one on the U.S. cabinet has earned a Ph.D.

SOME MAJOR INGREDIENTS OF GLOBAL EDUCATION

--The Curriculum

- International Business Education

  --Coastline Community College (CA) has led regional workshops to share curricula.

  --Central Piedmont Community College (NC) has an international business education computer network which is accessible from all over the country.

- Geography

  --The National Geographic Society has a "Geography Education Project" for grades 4-12 which could be "networked" with postsecondary education by means of competitions, etc.

  --World maps and globes can be stationed strategically around the campus. John A. Logan Community College (IL) has also concentrated on a different region of the world for the past six years, with Africa in the spotlight in 1990-91.

- Foreign language:

  --The Institute of International Education has a Foreign Language Teaching Assistant Program which brings qualified native speakers to take classes in colleges and universities and act as resources for U.S. language classes & activities. Host institutions pay only a nominal stipend and provide a tuition waiver for visitors under this program.

  --Beloit College (WI) has required all its incoming freshmen since 1985 to take a brief, heavy dose of language instruction as part of a 10-day orientation program. The initial result was

an increase of 196 per cent in enrollments in Beloit's regular foreign language courses.

--It takes more than just learning to speak the language to be effective in the global village; we don't want to produce "people who can speak a foreign language well but are not very interesting to listen to" (*Chronicle of Higher Education*, 10 February 1988, p. A39).

- Sports/athletics: Sport Tours International specializes in organizing international exhibition basketball games. John A. Logan College (IL) played the Portuguese National Basketball Team through this group in 1990.

- An annual publication called *State of the World*, which is published by the Worldwatch Institute in Washington, is becoming the basis of a broad curriculum and is already used by 450 colleges and universities.

- AEGIS (the Alliance for Education in Global and International Studies) includes the following elements in its recommended curriculum:

  --Human rights
  --Environment
  --Non-violence
  --Meeting human needs
  --Managing conflict among viewpoints, ideas, and interests

--Foreign study and careers

- Fisher College, MA (a private women's junior college) sent *all* its second-year students to Spain for a week in spring 1992...at their Trustees' expense. Each student was expected to conduct a research project of some sort during their stay.

- The Peace Corps is now beginning to recruit community college graduates.

- Nassau Community College (NY) retailing students have had paid internships, with credit, for working in stores in London.

--Foreign Students

- It's often important to be able to demonstrate that foreign students are paying their own way *fully*.
- In working with foreign students, it's wise to count on needing lots of volunteers in addition to paid personnel.

--Technical Assistance/Contract Training

- If training of this sort is to succeed, it should include at least the following elements:

  --ESL instruction
  --A coordinator (preferably an *academic* person)
  --An FSA (foreign student advisor) who can work on orientation and personal counseling)
  --Housing, food, and incidentals
  --Transportation--bus passes, etc.
  --Money for "introducing America" activities
  --Interpreters (possibly)

- Count on at least $1,000/student/month.

--Basic communications

- There are now international computer networks which permit on-line, spontaneous exchange of information among people in widely separated countries.
- Old-fashioned pen pals can still be arranged.

--Grant Resources

- The U.S. Department of Education; USIA (United States Information Agency); the U.S. Department of

Commerce; and USAID (United States Agency for International Development) are all potential sources of support. Title VI, which specializes in giving global education programs resources at their inception, grew out of the NDEA--National Defense Education Act of 1958.

- Foundations, including international ones such as Hitachi, are often looking for innovative, emulable program ideas.

WHY MIGHT COMMUNITY COLLEGES BE INVOLVED IN INTERNATIONAL/INTERCULTURAL EDUCATION?

1. A central goal of our nation, and of our educational institutions in particular, needs to be the development of global *CITIZENSHIP*. Unique among postsecondary education institutions, community colleges are dedicated as part of their mission to building good citizens.

2. As Harlan Cleveland has said, "The widest and most neglected frontier of U.S. educational reform is no longer international studies. It is a global perspective on *all* studies." In reality, reform of this sort needs to be coordinated *across all levels of education and society.*

   No other segment of postsecondary education is as prepared and practiced as the community college at relating with schools, universities, libraries, labor unions, the media, and community organizations to get things done throughout a community.

3. Community colleges are "the point of entry into the mainstream" for newly-arrived foreigners, as well as for the USA's own ethnic minorities. --J. Richard Gilliland, Metropolitan Community College (NE); remarks in a teleconference on "Making International and Intercultural Education Work," coordinated by the Community College Satellite Network and AACJC, 18 March 1992.

4. Community colleges have a history of expansion around the world. Two-year college systems have already become established in

many countries, and others are being newly instituted in such places as Argentina, Brazil, Chile, Mexico, and the former Soviet Union.

5. Roughly 410,000 foreign students were enrolled in higher education in the United States in 1990-91. Of these individuals, nearly 58,000 were in community colleges--a 10% increase over the previous year, whereas enrollments in all institutions rose by only 5.3%. *About 1/3 of all foreign students enrolled at the undergraduate level are in community colleges.* Miami-Dade Community College enrolls approximately 5,800 foreign students--more than any other postsecondary institution.

A FEW HELPFUL ORGANIZATIONS FOR INTERNATIONALLY-INCLINED EDUCATIONAL PLANNERS

- The Partnership For Service Learning, headquartered in New York City, organizes overseas service experience as a way to get a broader perspective on the world as much of it <u>really</u> is.
- NAFSA--National Association for Foreign Student Affairs.
- SIETAR--Society for International Education, Training, and Research.
- CCID (Community Colleges for International Development), CCIS (College Consortium for International Studies), and the East-West Consortium (Formerly ACECATE--American-Chinese Educational Consortium for Academic and Technical Exchange).
- CAC--Council for the Advancement of Citizenship--is an umbrella group of which AACJC (American Association of Community, Junior, and Technical Colleges) is a member. It has a Citizenship Education and Peace (CEP) project which provides packets of information .
- Youth for Understanding has recently expanded into community colleges.

SOME FURTHER THOUGHTS AND ADVICE REGARDING GLOBALISM

- "The price of international ignorance is now national decline." -- Stanley Paulson; *Journal of General Education*, v. 34, no. 3, 1982, p. 225.

- Hanvey, Robert (1976). *An Attainable Global Perspective*. NYC: Center for Global Perspectives.: "One of the cherished ideas of our own times and of earlier times is that contact between societies leads to understanding. The durability of this notion is awesome considering the thousands of years of documented evidence to the contrary."

- "Achieving awareness" should not be our long-range goal--changing behavior should be. Perhaps we should adopt "becoming global citizens" as our motto and be sure to incorporate *service* learning as part of that effort.

- In a study of academic achievement scores of students around the world, Americans tested the worst yet through they had tested the best. In the words of David Halberstam, "That is true isolation." (Community College *Times*, 24 March 1992, p. 6--v. 4, no. 6).

- It may be wise to join or form consortia, particularly if you're in a small or rural community. Nebraska has one, Michigan has one, Illinois has one, and Texas has one; so does Florida.

- Keep your head in the clouds...but your feet on the ground. Think long-term; nothing has to be changed instantly.